



THIRD IMPACT STUDY

Human Science Research Council

**Monitoring and Evaluation of
DANIDA Support to Education and Skills Development
(SESD) Programme**

**TALETSO COLLEGE FOR FET
NORTH WEST**

October 2004

3284

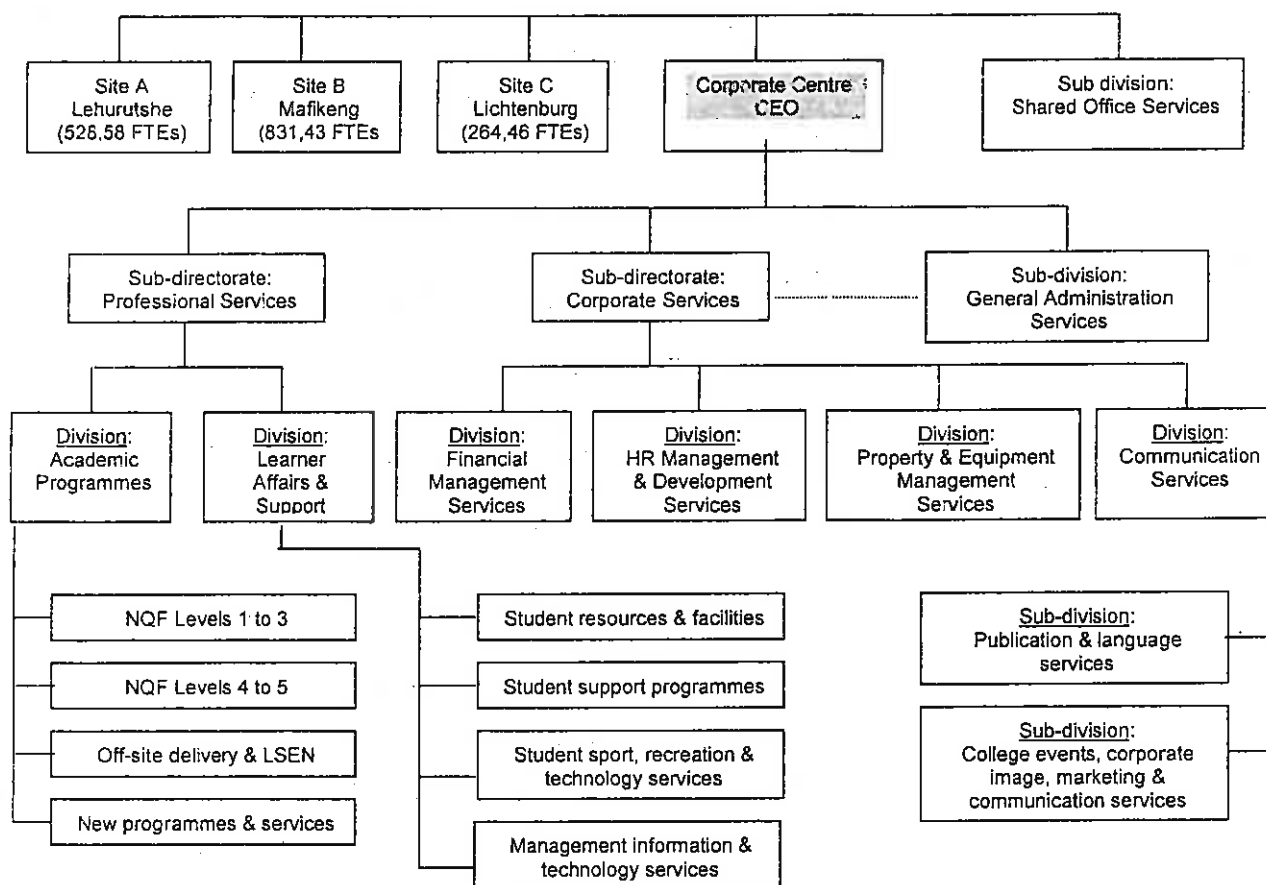
1. ORGANISATIONAL PROFILE

Taletso College for FET consists of three sites: Mafikeng campus (an ex-Manpower Centre located in Mmabatho, a stone's throw from the University of the North West); Lehurutshe campus (an ex-College of Education, situated about 10 kilometres outside Zeerust and which constitutes the only training facility in about a 80km radius); and Lichtenburg campus (an ex-Technical College), which is not part of the SEDS programme. Till mid-2004 the college's Corporate Centre was located at Mafikeng campus (the other two sites are both less than an hour's drive away) but has now moved to leased-premises in a residential area in Mafikeng.

All the structures or functional units previously noted, like the integrated Portfolio (committee system) still operate, though personnel changes have occurred, for example, key campus management and administrative personnel have been redeployed to corporate centre. The (DANIDA-funded) Linkages and Programmes Unit (LPU) was established in July and two managers appointed, drawn from Lehurutshe and Mafikeng campuses. However, the formal establishment of a Student Support Unit (SSU) has not yet occurred (a suitable model is reportedly still being investigated – the one at False Bay College in the Western Cape was mentioned in this regard) and the portfolio committee for this function area continues to coordinate services/activities across sites. The rector instituted campus managers have been allocated task

In the previous report mention was made of a generic organisational structure/organogram developed by the managements of the NW Province FET colleges following a college management 'bosberaad' or lekgotla in September 2003. At the time of the March visit Departmental approval of the organogram was still being awaited, which has subsequently been granted.

Figure 1: Envisaged organisational structure for Taletso College for FET (1624,47 FTEs)



Notes:

- i. The total proposed staff echelon comprises 55 personnel. Staffing will occur over a three-year period according to a matching-of-posts-to-personnel principle, as governed by Resolution 7.
- ii. Only two of the second tier management (sub-directorate) posts have been granted, that of Professional Services and Corporate Services.

2. CURRICULUM PROFILE (*September 2004 Status*)

Note:

Changes or developments that occurred the institution's programming in the period under review, i.e. since March, appear in ***bold italic*** below.

2.1 Art – Music

N/A

2.2 Business Studies

| TYPE | TITLE AND LEVEL | DURATION | CAMPUS / DELIVERY SITE |
|---|---|--|--|
| 2.2.1 Formal DoE programmes (NATED) | Business Management (N3–N6) Human Resource Management (N5–N6) Management Assistant (N3–N5) Marketing Management (N3–N6) National certificate (N4–N6) <ul style="list-style-type: none"> • Business management • Management assistant Financial management (N4–N6) Human resources management (N4–N6) Management assistant (N4–N6) Marketing management (N4–N6) | N3: 12 months N4–N6 (Intro): 12 months 6 months " 18 months " " " | Lehurutshe Campus Lichtenburg Campus Mafikeng Campus |
| 2.2.2 Programmes offered in partnership with higher education institutions | <ul style="list-style-type: none"> • Higher Diploma in Education • Further Diploma in Technology Education <i>(Both accredited by Potchefstroom University)</i> | 2 years | Lehurutshe Campus |
| 2.2.3 SETA-accredited qualifications and skills programmes (not I'ships) | N/A | | |
| 2.2.4 Learnerships | N/A | | |
| 2.2.5 Short courses (not accredited; not | Access MS Office | 15 hrs 36 hrs | Lichtenburg Campus |

| | | | |
|--|--|-------------|------------------------|
| | <ul style="list-style-type: none"> • Carpentry • <i>Road construction</i> • <i>Plumbing</i> | " | |
| 2.4.4 Learnerships | Construction Contractor (NQF Level 2) | 1 yr | Mafikeng Campus |
| 2.4.5 Short courses (not accredited; not assessed) | N/A | | |
| 2.4.6 Subjects offered in schools | Technical drawing | | Lehurutshe campus |
| 2.4.7 Other | N/A | | |

2.5 General Studies

| TYPE | TITLE AND LEVEL | DURATION | CAMPUS / DELIVERY SITE |
|---|--|----------------|---|
| 2.5.1 Formal DoE programmes (NATED) | National Intermediate Certificate N2 National Senior Certificate N3 | 12 months " | Lichtenburg Campus & Mafikeng Campuses |
| 2.5.2 Programmes offered in partnership with higher education institutions | | | |
| 2.5.3 SETA-accredited qualifications and skills programmes (not l'ships) | Agriculture Transport (to be established during 2004) | | Lichtenburg Campus & Workplace |
| 2.5.4 Learnerships | NQF Level 1 Agriculture: Farm Worker Transport | 4 months | Lichtenburg Campus |
| 2.5.5 Short courses (not accredited; not assessed) | | | |
| 2.5.6 Subjects offered in schools | | | |
| 2.5.7 Other | | | |

2.6 Utility Studies (catering and hospitality, cosmetology, haircare, interior decorating, tourism)

| TYPE | TITLE AND LEVEL | DURATION | CAMPUS / DELIVERY SITE |
|---|--|----------------------------|---------------------------|
| 2.6.1 Formal DoE programmes (NATED) | Clothing production N2–N3 Clothing production N4 Food service N2–N3 Hospitality N4 Hospitality N4–N6 | 1 year " " " " | Mafikeng Campus |

| | | | |
|---|-----|--|--|
| 2.6.2 Programmes offered in partnership with higher education institutions | N/A | | |
| 2.6.3 SETA-accredited qualifications and skills programmes (not I'ships) | N/A | | |
| 2.6.4 Learnerships | N/A | | |
| 2.6.5 Short courses (not accredited; not assessed) | N/A | | |
| 2.6.6 Subjects offered in schools | N/A | | |
| 2.6.7 Other | N/A | | |

2.7 Other short courses (not related to any of the above fields)

| TITLE AND TARGET GROUP | DURATION | CAMPUS / DELIVERY SITE |
|------------------------|----------|------------------------|
| N/A | | |

Responses to key questions:

1. Which of the above programmes or courses have an established reputation in the community or the geographical area served by the college; therefore attracting students on the basis of a perception of quality educational provision?

| |
|---|
| Lehurutshe: National Diploma & Certificate in Engineering Studies (Electrical & Mechanical) N1-N3 Business Management N3-N6 Management Assistant N3-N6 Lichtenburg: Business studies – Management Assistant and Business Management in particular Programmes in agriculture |
|---|

2. Which of the above programmes or courses are new or relatively new and still working towards establishing a strong reputation?

| |
|--|
| Lichtenburg: Agriculture Mafikeng: Construction Contractor; Road Construction; Building; Brick-making |
|--|

3. Which of the above programmes/courses attract the largest number of students?

| |
|--|
| Lehurutshe: Management Assistant Lichtenburg: Business Studies Mafikeng: Electrical engineering. Construction Contractor |
|--|

4. Which of the above programmes/courses attract the smallest number of students?

| |
|---|
| Lehurutshe: Civil Engineering |
|---|

Lichtenburg:
Engineering Studies
Mafikeng:
Upholstery

5. Which programmes/courses offer the greatest potential for growth?

Lehurutshe:
Introductory Management Assistant
Lichtenburg:
Agriculture and Transport learnerships and skills programmes
Mafikeng:
Civil Trade (community house builder)
Hospitality

6. Which of the above programmes/courses generate the most income for the college?

Lehurutshe:
Electrical Engineering
Management Assistant
Business Studies
Lichtenburg:
Learnerships and skills programmes
Mafikeng: **Community House Builder (at Modimola)**

7. Which of the above programmes/courses generate the least income for the college (can be offered only through cross-subsidisation)?

Lichtenburg:
Engineering Studies

8. Which of the above programmes/courses were introduced at the request of employers, or other groups in the community?

Lehurutshe:
Civil Engineering
Lichtenburg:
Engineering Studies; Agriculture; and Transport
Mafikeng: **Community House Builder at Modimola**

9. Which of the above programmes/courses were introduced at the request of local government, provincial government or national government departments?

Lehurutshe:
Civil Engineering
Lichtenburg:
Agriculture – Ditsobotla local municipality

10. Which of the above programmes/courses were introduced at the request of or with the support of local or international funders?

Lehurutshe:
Reading Excellence (using computers funded by Danida)
Lichtenburg:
Agriculture and Transport (still to be established)
Mafikeng:
Plato

11. Any other comments?

Mafikeng:
"The campus is being approached for training by several bodies. We therefore envisage a very

busy schedule in the near future. With the training going on at Modimola we foresee a shortage of staff to offer the mainstream Engineering programmes. The Modimola project is part of the Extended Public Works programme was recently launched by the Premier of the North West Province."

3. CURRENT STATUS OF AREAS IN WHICH ACTIVITIES ARE PLANNED UNDER THE SESD PROGRAMME

Note:

Additional coverage of the aspects of the college's structural dynamics and functioning, which appear below, will occur in Section 4 (impact rating).

3.1 The merger process and knowledge sharing

At a purely structural level, overall integration of the college seems to have evolved to a higher degree, for example, the increasing centralisation of management and administrative structures and systems and the introduction of common or uniform examination papers (across all sites) in Business Studies. The latter aspect can also be viewed as reflecting increased levels of cooperation and coordination of activity.

Unresolved staffing matters and the ongoing fall-out relating to the implementation of Resolution 7 continue to compromise college development and functioning, with particular relevance to the implementation of new programmes in 2005 and ensuring sustained delivery. Vacant posts remain unfilled and at Lehurutshe campus, which has the highest percentage (between 60 and 70 percent) of academic staff in temporary positions, the situation is critical since the standard of academic provisioning is being seriously eroded due to under-qualified and inexperienced 'tutors' having to be appointed as a compensatory measure. This is in stark contrast to the high levels of expertise and experience among the remaining academic staff members in permanent posts, most of whom have been with the college since it first opened its doors as a College of Education.¹ A high level of frustration is evident (more visibly so compared to the previous visit) among the student body (as expressed through the SRC members interviewed) at Lehurutshe campus with regard the competency levels of the tutors. Understaffing on the side of administrative/support staff, as previously noted, also remains unchanged.

At the level of vertical communication and knowledge sharing, support from the provincial FET directorate is still being compromised due to the acute staffing shortages still prevailing, both at senior management level (at this time comprising of the Chief Director and Deputy Chief Education Specialist) and at the level of administrative support. Whilst increased awareness among the directorate staff with regard the provincial FET college sector is reported, as the Mafikeng campus manager put it: "The Chief Director has come closer to FET", school-based demands continue to constitute its main focus. As a result, an insufficient degree of engagement with or response to the public FET college sector's range of priority needs, for example, programme approval, continues to prevail as well as a lack of coordination of activities/events. Of significant note, however, is the significant capital injection colleges received in support of infrastructural development, with particular reference to the upgrading of workshops and equipment. This development constitutes a critical intervention towards enhancing the college's 'learnership-readiness' status – a theme that will be considered in more depth in the sections to follow.

The high level of communication and information sharing between the CEO/corporate centre² and campus managements reported on previously appears to have been sustained. Additional mechanisms in this regard constitute weekly 'progress drafts' or communiqués by the campus managers on progress and developments at the sites. At campus level, communication between campus managements and staff continues to occur at an inadequate level, reported by Lehurutshe staff in particular. A circumstantial

¹ It was pointed out that in Business Studies, only about 50% of the 'pre-Resolution 7' academic staff members are still in their posts, which, in qualitative terms, constitutes a massive loss of expertise and experience.

² The management of Mafikeng campus expressed relief at central office relocating from this site, as noted in Section 1, because its presence (and that of the CEO) was experienced as eroding the autonomy and integrity of this site's management establishment.

contributing factor noted relates to the intensive 'away-from-office' schedules of campus managers, which compromise the drafting and dissemination, on a sustained basis, of communiqués to staff. Positive relations and high levels of engagement between management/staff and student representatives at both campuses appear to have been sustained, if not enhanced. However, problems still crop up on occasion as witnessed at Mafikeng campus where a joint SRC-SASCO (its provincial structure) stand-off with management occurred around what ultimately appeared to be 'attitudinal' and 'misinformation' issues rather than substantive issues (the Lehurutshe campus manager got involved in a mediating capacity).

At the level of inter-college communication and information/knowledge sharing, the forging of very close cooperative and supportive links among the CEOs of the three North West FET colleges was reported on previously. However, inter-college contact and information sharing has been considerably extended through visits to peer institutions in the Western Cape. Inter-campus contact, communication and networking are sustained through the portfolio (committee) system. In addition, SEDS workshop attendance, which occurred on an increased basis in the period under review, was noted in particular for enhancing inter-campus networking and co-operation.

College management reported sustained and positive/constructive relations, communication, engagement and support on the side of the Danida-SEDS provincial technical advisor (PTA), Dr Manota.

3.2 SAQA / NQF

Previously, some degree of resistance was reported with regard to embracing NQF-aligned programming (and all the additional administrative and other implications associated with it), with particular reference to the Engineering staff and only one fully-fledged learnership has been implemented at the time – the PAETA learnership in horticulture at Lichtenburg campus. Mafikeng campus has links with CETA (as mentioned above), the MERSETA (negotiations are underway in terms of which artisans will come to this site for final assessment) and the ETDPSA.

In the meantime, however, a major turn-around has occurred and the HoDs for theory and workshops at Mafikeng campus are now highly committed to the new system. Initial learnership/skills programme implementation (on limited scale) has occurred, as indicated under Section 2. A case in point would be the skills training conducted in road maintenance for prospective contract workers at Modimola (about 30km North West of Taletso college) as part of the Africon project. Programme roll-out occurred within three weeks of being contracted, involving Mafikeng campus staff who worked through their holidays and it could be said that this venture effectively ushered in the frenetic non-conventional 'mode' associated with this kind of provisioning! – including the need for suitably flexible staffing arrangements). At this time intensive activity (including intensified contact and liaison with relevant SETAs) is occurring around learnership-preparedness in view of learnership roll-out on a significant scale at the beginning of 2005, about 30 in the case of Mafikeng campus. The HoDs and LPU management work closely together towards these ends. (It will be remembered that at the time of the last visit Mafikeng campus had just received accreditation for bricklaying and carpentry learnerships (both at NQF Level 3) from the construction SETA or CETA).³

However, various constraints continue to hold back 'optimal' operationalisation of such programming, for example –

- Lack of cooperation from the certain Setas, the ISETA was fingered in particular.
- Insufficient capacity (relating to the ongoing staff shortages, etc.), at this time, to ensure rapid roll-out of learnerships on demand and sustaining such delivery.⁴
- The long delays in programme approval due to the bureaucratic processes involved and the constraints on the FET directorate's capacity at this time.

³ It became apparent (as 'by-product', as it were, of the above activities and processes in support of learnership or NQF-readying processes and activities) increasing awareness is developing around need for adapting or customising management and administrative structures and systems – over and above the 'traditional' structures and systems in support of NATED programme delivery – in order to successfully embrace the programme-driven model of delivery (and associated funding model) as the college positions itself to respond more aggressively to labour market and workplace-related demands and requirements.

⁴ It could be pointed out that at all the public FET colleges known to the researcher with established learnerships in place, the operational staff comprise (exclusively) of 'contract workers' (only the programme managers are departmentally employed). This scenario, of course, holds various fiscal and budgetary implications, for example, costing of individual programmes, authority issues around budgetary control, etc.

- A high level of ignorance about NQF-based qualifications and programmes as well as the role and functions of SETAs still exist within local industry.

Assessor training appears to have been consolidated, though the completion of the Portfolios of Evidence still remains problematical due to constraints on staff. Moderator training is reportedly being addressed.

3.3 Linkages and relationship building

The marketing portfolio (campus) committees have been sustaining their advocacy and publicity activities and at Lehurutshe campus (where community outreach activities and initiatives occur every Wednesday afternoon) a new dimension to such marketing drives has developed with the SRC also joining in (under supervision of a staff member), with particular reference to school visits.

It was previously reported that the Lehurutshe campus head had received a request by for the establishment of a village-based skills training facility in a remote part of the region serviced by the campus/college. This has now occurred with the establishment of a computer (literacy) training facility serving the two communities of 'Suping' and 'Lekgopung'. Lehurutshe donated 28 computers (old 486s, which the students must have been very happy to bid farewell since frustration was expressed in the past about their 'archaic' nature and slow functioning! – replaced with DANIDA-funded ones?), which are housed in a venue provided by the community.⁵

The previous report also asserted that systematic, integrated and sustained linkages and relationship/partnership development could only truly occur once a dedicated management or functioning unit assumed responsibility for such activity, with particular reference to the proposed Danida-funded 'Linkages and Programmes Unit' (LPU) would provide the obvious solution, the posts for which had not been advertised at the time of the last visit. As indicated in Section 1, this has occurred in the meantime, with the appointment of two (co-)managers, the one (ex-Mafikeng Business Studies lecturer) dealing with linkages/partnerships and programming in relation to Lichtenburg and Mafikeng campuses and the other (ex-Lehurutshe Academic HoD) dealing with Lehurutshe campus. Both these managers have been immersed in unit-related activity focussing primarily on relationship building and the acquisition of relevant unit standards. It would appear that the exact nature of their terms of references, like joint decision-making and associated responsibility, has not been fully clarified or resolved – a situation which has the potential to induce tensions around issues like decision-making authority etc. At this time, prospective clients still reportedly approach campuses directly in most cases. Significantly, the Mafikeng HoD for workshops indicated that in the majority of cases of business/industry (at national level) approaching the campus, such contacts came about through clients accessing the SAQA website. (In view of the lack of local industry of any significant scale noted previously, this development around 'outside' clients is therefore particularly significant.)

In contrast with the lack of 'tangible' linkages/partnerships evident at the beginning of the year, a significant level of activity and development have occurred in the meantime, for example –

- The construction contractor (learnership) partnership project with Africon;
- The training of learners (mostly women) in civil trades like carpentry and plumbing in partnership with the Meso Group;
- Linkage with FEBEDEV in relation to training provisioning in New Venture Creation;
- Linkage with 'Smith Stallbou' in relation to welding;
- Linkage with 'German Motors' regarding panel beating;
- Training for Legend Security; and
- An organic vegetable-growing project, in partnership with Shoprite, has been initiated by the SRC at Lehurutshe campus (with LPU and Lichtenburg campus involvement) with funding sourced from the Central District Municipality (based in Mafikeng). Its main objectives are job creation and the 'rehabilitation' of students.

3.4 Strategic planning processes

A strategic plan review (originally scheduled for the end of March) occurred early in September and the budget for 2005 was to be presented to Council later in the month. Campus-level strategic issues were

⁵ The college does not service any 'fully-fledged' skills centres, as previously noted.

reportedly emphasised during the review process, resulting in a revised strategic framework which has been infused with a strong sense of realism and measurable outcomes, as well as being aligned to/feeding into the pDoE's strategic priorities and imperatives, one of which is increased support for student development services.

3.5 Capacity building of college council and academic board

The (permanent) Section 9 college council, 'partially' established previously, is now up and running. As envisaged, the previously constituted Academic Board was endorsed by council and two meetings have already occurred. The establishment of campus structures will now be focussed on.

It was implied last time that intensive training interventions would be required for these two structures to achieve optimal functioning status – the extent to which this occurred is not certain.

3.6 Capacity building of management

Ongoing capacity building activity interventions have been occurring as per SEDS scheduling. However, with reference to the internal college dynamics and tensions around the operationalisation of financial system procedures noted in sub-section 3.1, the most pressing need at campus level, by all accounts, would appear to be training in DB2000 for both management and lecturers.

3.7 Professional development of staff

Whereas the previous review period constituted a fairly slow period with regard to SEDS staff training interventions (since it stretched over year-end and year-beginning), significant activity occurred over the last six months and judging by the most 'talked-about' training, then it would appear that the OBE training modules have had the most impact (inclusive of motivational power).

A major training-related issue raised in the previous report concerned the extent to which the implementation of newly acquired approaches and methodologies (i.e. the impact of SEDS and other interventions) is being compromised/undermined by structural factors at all the colleges to a greater or lesser extent, for example, the physical state of workshops, classrooms, laboratories etc.; the out-datedness and/or lack of maintenance of equipment; the hopelessly inadequate state of the libraries/resource centres on both the campuses and other teaching and learning support material and facilities (for instance the lack of access to the Internet), as well as the shortcomings around staffing. Furthermore, the 'motion was carried' that the colleges themselves could not realistically begin to address the issue and the (only) possible solution would seem to be tied to a drastic or massive injection of funds from the 'outside' – by the department and/or funding agencies. The contribution by the Department (through the involvement of the deputy director general) to the tune of R1.5m is therefore seen as a major boost, particularly in terms of coinciding with the intensive learnership-readiness processes currently occurring in view of programme roll-out at the beginning of 2005.

3.8 Academic competence in maths, science and technology

The situation with regard to maths and science teaching appears to have remained unchanged, i.e. meeting the needs of the higher-level students (N4-N6) remains a challenge, which staff development interventions cannot fully address since the main constraint continues to be the ongoing unsettledness of staffing establishments at campuses, with particular reference to Lehurutshe campus with its high number of temporary staff – an essentially unstable situation which compromises the maintenance of expertise levels.

3.9 Student support services

As noted in Section 1, a centralised Student Support Unit (SSU) has not yet been established and the student support therefore continues to be co-ordinated by the college co-ordinator of this Portfolio, through the campus committees⁶.

⁶ The previous portfolio co-ordinator for student support services, the academic HoD at Lehurutshe campus, has been redeployed to central office as LPU co-manager. The Lehurutshe campus manager took over this role.

The range of student support services and facilities remains fairly limited due to overall institutional (infrastructural) constraints, for example, totally inadequate libraries or resource centres. The significant initial impact of the PLATO facility at Mafikeng campus has not been sustained (students do not use it on a regular basis anymore and usage is not compulsory). The lecturer who coordinated the access and usage by the Business Studies students moved to central office to take up the position of LPU co-manager (a past N6 student is currently being trained as her replacement). However, the main reason for under-usage of this facility reportedly stems from a lack of buy-in from students, engineering students in particular, because usage does not carry any qualification credits. This state of affairs is receiving urgent attention, for example, initiatives are being planned to effect more buy-in and enhanced co-ordination of timetables.

However, certain developments have occurred in line with the renewed strategic fervour in this regard noted earlier. At Mafikeng campus an Internet Café consisting of six stations has been established in a room in the library. These are not yet operational as certain logistical and administrative issues still need to be addressed (constraints are being experienced with regard to capital expenditure requirements) and the librarian, who will oversee this facility, still needs to receive training in the administrative and operational aspects associated with its proposed functioning.

A focus group interview with student representatives at Lehurutshe campus generated the following issues⁷ –

SRC matters:

- The representatives feel that too many meetings are taking place with no real benefits to show in the long run, which results in them falling behind with their work.
- In view of the sacrifices made in the carrying out their responsibilities, it is felt that they should be granted some incentives or reward, for example, free accommodation and meals or a 50% deduction in tuition fees.
- The SRC budget is not workable because it is 'too complex to figure out' (with reference to FTE calculations) and funds are reportedly withheld if all registered students are not paid up. It was also noted that unreasonable demands are made on the SRC budget, for example, having to pay for attending the SEDS workshops as well as having had foot the bill for the student liaison officer to attend the student summit in Durban. However, upon checking this assertion with management it would appear that the above grievance is not legitimate in that policy governing the different types of SRC-related expenditure was not adhered to.
- The college SRC structure is not working because it 'does not speak with one voice', with particular reference to the Lichtenburg representatives (inclusive of the chairperson/ president) who tend to dominate meetings and decision-making.

Campus matters:

- The late release of engineering students' results, which is fingered for the current slow registration in this discipline.
- Sports grounds (for netball, tennis and soccer) remain in a poor condition.
- Cultural activities are not being sufficiently promoted and take-up by students is therefore not occurring, in spite of facilities and material being available.
- The Internet café is not yet established.
- Very positive and cooperative relations exist between the students/student representatives and management (and staff in general).
- The quality of teaching is good, except in the case of the tutors who lack expertise and experience – for example, the majority of them reportedly cannot teach in English.

(Additional aspects relating to student support will be covered in Section 4 below.)

3.10 Budgeting

All functions, like procurement, and have now been centralised and associated systems and procedures are in place (campuses only have limited petty cash resources, around R2000, to cover day-to-day expenses). However, as noted in an earlier section, the operationalising of the financial administration systems, policy and procedures still presents problems at this time, which gives rise to conflictual relations

⁷ Due to circumstances and events (as well as miscommunication between the researcher and the campus manager) occurring on the day scheduled for a meeting with the student representatives at Mafikeng campus, a group interview regrettably did not take place.

between the financial manager and management at one campus in particular. In addition, campus managements and lecturing staff have not yet received sufficient training in DB2000 (such training had been prioritised at the time of the previous visit).

4. THIRD FORMATIVE IMPACT RATING

Notes:

- i. Continuity of perspective and assessment was by and large maintained across all focus groups, except for the Mafikeng lecturers' group which comprised all new participants.
- ii. Due to unforeseen events that occurred on the day (the last day of the visit) allocated for the college management-council focus group interview, the rating exercise with this group did not take place.

Vision and Mission

1. Practices guided by a clear institutional vision

| | | | | | | | | | | |
|--|--|---|---|--|---|---|--|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 4 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 5 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No Vision or Mission statement | Mission and Vision developed, but have no strong influence on practice | | | Some shared vision, with some influence on practice, but not shared by all staff | | | Staff and management share a common vision. This informs their practice. | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 6; Lehurutshe Lecturers: 6; Mafikeng Mgt: 7; Mafikeng; Lecturers: 4. | | | | | | | | | | |
| <i>Comment on Rating</i> Ongoing 'cascading' of the Vision & Mission has been occurring, for example, re-emphasised at management meetings. | | | | | | | | | | |

2. Inculcation of a value system throughout the institution

| | | | | | | | | | | |
|---|--|---|---|---|---|---|--|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 4 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 5 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No cohesive value system in operation | Value system exists but not shared by everyone so that value conflict occurs | | | Increasing cohesion around a common set of values, although conflict sometimes occurs | | | Staff, management and learners share common values and act in accordance with these values | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 6; Lehurutshe Lecturers: 4; Mafikeng Mgt: 6; Mafikeng; Lecturers: 0. | | | | | | | | | | |
| <i>Comment on Rating</i> At Lehurutshe campus relations have improved, at all levels, though some instances of conflict are still reported. The campus manager's involvement and way with students in general and the SRC in particular is very impressive. As noted in an earlier section, he was called upon to de-fuse SRC-management tensions at Mafikeng campus. At Mafikeng campus, management reported an increase in cooperation, as evidenced in enhanced participation in the portfolio committee system. However, a significant degree of intra-campus conflict and division (as reported previously) appear still to prevail. Personality clashes and 'grandstanding' by some individuals were fingered in this regard. The lecturer focus group regards this situation as particularly serious and undermining of campus functioning (hence the zero-rating). | | | | | | | | | | |

Leadership and Management

3. Well-functioning systems of governance, including college councils and academic boards

| | | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 5 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 6 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 6 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No functioning system of governance | Some representative structures in place, but mostly in name only. Weak or uneven participation and minimal effectiveness as decision-making bodies. No clear demarcation between governance and operational management roles and responsibilities | | | Representative structures in place and starting to operate effectively, but participation still uneven. Demarcation between governance and operational management roles and responsibilities require further clarification | | | All representatives fully integrated and involved in governance. Effective decision-making, with clear demarcation between governance and operational management roles and responsibilities | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 7; Lehurutshe Lecturers: 6; Mafikeng Mgt: 5; Mafikeng; Lecturers: 4. | | | | | | | | | | |
| <p><i>Comment on Rating</i></p> <p><i>Council.</i> Council appears to be working well, overall, and greater clarity about its functions, roles and responsibilities have reportedly been gained through the ongoing SEDS interventions and support in this regard. However, mention was made of racial divisions. Information/feed back on council matters and decision-making do not appear to be sufficiently cascaded to lower-level constituencies – mechanisms in this regard therefore need to be improved. Council therefore remains largely invisible. A college level SRC structure (composed of four representatives from each campus) is now in place but it is not functioning optimally yet. As noted earlier, a sense was conveyed that the Lichtenburg representatives, the chairperson being one of them, tend to 'hijack' meetings and dominate decision-making.</p> <p><i>Academic Board.</i> This structure appears to be operational (2 meetings held) and its impact is already evident, for example, common tests for all campuses have been instituted (10 subjects are being piloted). One constituency feels that the Academic Board focuses too much (if not exclusively) on NQF-programming.</p> <p>(Consensus opinion deemed the previous rating (6) as being unrealistically high, in retrospect)</p> | | | | | | | | | | |

4. Effective institutional leadership

| | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 5 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 6 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 6 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No leadership system in operation | Weak institutional leadership, with general lack of understanding of national and provincial policies. Little or no democratic participation and shared decision-making | | | Institutional leadership growing in strength and clarity of purpose. Continual building of culture of democratic participation and shared decision-making | | | Strong institutional leadership, with clear understanding of national and provincial policies. Culture of democratic participation and shared decision-making | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 6; Lehurutshe Lecturers: 5; Mafikeng Mgt: 6; Mafikeng; Lecturers: 4.

Comment on Rating

The unresolved status and shortcomings around staffing continues to frustrate 'integrated' leadership at all levels, for example, the second tier management corps still lacking and various HOD posts remain unfilled. Policies have reportedly not been sufficiently cascaded and mediated to all levels and their operationalising is therefore compromised. On the whole, participative decision-making appears to be evolving to an increasing degree. The national policy and legislative frameworks governing and guiding FET provisioning have reportedly not yet been cascaded down to lecturer and student levels. At the same time, though, the researcher gained a strong sense that the institution has a very clear sense of where it wants to go and how to get there, and is re-positioning itself accordingly.

5. Effective management systems

| | | | | | | | | | | |
|----------------------------------|--|---|---|--|---|---|---|---|---|----|
| COLLEGE BASELINE RATING | | | | | | | | | 4 | |
| FIRST IMPACT STUDY RATING | | | | | | | | | 5 | |
| SECOND IMPACT STUDY RATING | | | | | | | | | 5 | |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No management information system | Management information systems (MIS) exist or are being developed, but are not operational. Decisions are often taken without adequate access to information | | | Some planning and decision-making informed by up-to-date management information, but not yet fully operational at all levels | | | Up-to-date management information systems inform planning and decision making at all levels | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 6; Lehurutshe Lecturers: 4; Mafikeng Mgt: 5; Mafikeng; Lecturers: 4.

Comment on Rating

Increasing centralization of management and administrative systems has been occurring and policy development appears to be 'catching up'. However, access to information remains a problem at lecturer level. Inadequate ICT infrastructure and access continue to constitute a significant factor in this regard. Overall, at an operational level, it would seem that although the above processes are occurring, their effectiveness-rating is not satisfactory.

Knowledge Sharing

6. Effective vertical knowledge sharing and learning in the FET system

| | | | | | | | | | | | |
|--|--|--|---|---|---|---|---|--|---|---|----|
| COLLEGE BASELINE RATING | | | | | | | | 5 | | | |
| FIRST IMPACT STUDY RATING | | | | | | | | 5 | | | |
| SECOND IMPACT STUDY RATING | | | | | | | | 5 | | | |
| No evidence | | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No sharing and learning between national DoE, provincial DoE, college and campus | | Limited flow of information between levels of the FET system. Miscommunication occurs or information arrives too late for effective action | | | Reasonable communication flows between levels of the FET system, but room for further improvement | | | Effective upward and downward flow of communication, which enhances performance at all levels of the FET system. | | | |
| 0 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 6; Lehurutshe Lecturers: 4; Mafikeng Mgt: 5; Mafikeng; Lecturers: 5.

Comment on Rating

It would appear that the lekgotla or 'bosberaad' in July has gone some distance in addressing past obstacles (with particular reference to 'authority issues'), structural and otherwise, and positive impacts are being experienced though some shortcomings remain. A previous source of friction at Mafikeng campus, which resulted from the fact that fact that communication channel 'boundaries' were not adhered to/respected (which reportedly undermined the integrity and authority of campus management), has improved significantly since central office moved from this site to its new premises in Mafikeng. Flow of information from campus managements to campus constituencies remains a major shortcoming, for example, the late notification about workshops. Ongoing away-from-the office constraints on management contribute significantly to this situation. In addition, this shortcoming is also attributed to an ongoing insufficient degree of coordination at pDoE level.

7. Effective horizontal knowledge sharing and learning in the FET system

| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
|--|--|---|---|--|---|---|--|---|---|----------|
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 6 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No sharing and learning between campuses and colleges, in and across provinces | Minimal sharing and learning between campuses and colleges, in and across provinces - mostly a case of 'each to their own' | | | Emerging culture of sharing and learning between campuses and colleges, in and across provinces. Co-operation rather than competition becoming more evident. | | | Optimal sharing and learning between campuses and colleges, in and across provinces - to the mutual benefit of all | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 6; Lehurutshe Lecturers: 6; Mafikeng Mgt: 6; Mafikeng; Lecturers: 6.

Comment on Rating

An increasing degree of inter-campus engagement/information sharing has been occurring at lecturer level, primarily through SEDS workshop attendance and portfolio committee system, and relations have become more cooperative as a result. However, it would appear that Lichtenburg campus is experienced by the other two sites as being 'domineering' and some level of resentment prevails as a result. As noted in an earlier section, an increase in inter-college contact and related information sharing has been reported - the result of participation in provincial forums and visits to peer institutions (for example, visits to FET colleges in the Western Cape).

8. Effective external knowledge sharing and learning in the FET system

| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
|---|---|---|---|---|---|---|--|---|---|----------|
| FIRST IMPACT STUDY RATING | | | | | | | | | | 4 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 5 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No effort made to keep business and community stakeholders up-to-date about developments in FET, to market services, or obtain feedback | Flow of information between FET college/campus sporadic and <i>ad hoc</i> . Business and community stakeholders derive little benefit from having a college/campus in the vicinity - although some exceptions. Limited marketing. | | | Increasing emphasis on knowledge and information sharing between college/campus and wider community. Results not yet optimal but dissemination and feedback loops improving | | | Ongoing communication with and feedback from external stakeholders. College/campus perceived to actively seek suggestions, value stakeholder contributions and, in their turn disseminate knowledge and information on a regular basis, including active marketing of services | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 7; Lehurutshe Lecturers: 6; Mafikeng Mgt: 5; Mafikeng; Lecturers: 6.

Comment on Rating

An increased degree of marketing activity is occurring at all sites and at all levels. Significantly, the SRC has also become involved with marketing drives aimed at the youth, the Lehurutshe SRC in particular. Some opinion has it that the Marketing and Communication Committee is not sufficiently active.

Institutional Health

9. The establishment and maintenance of financial health

| | | | | | | | | | | |
|---|--|---|---|--|---|---|--|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 4 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 4 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 5 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| College/ Campus in weak financial situation, with no strategy in place to improve the situation | College/campus in weak financial situation, but starting to remedy the situation. Budgeting, monitoring and credit control still ineffective | | | Financial situation not yet stable, but improving steadily. Budgeting, monitoring and credit control systems in place - not yet fully effective | | | Healthy financial scenario established and maintained | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: --; Lehurutshe Lecturers: 6; Mafikeng Mgt: 3; Mafikeng; Lecturers: --. | | | | | | | | | | |
| <p><i>Comment on Rating</i></p> <p>Whilst systems development (including policy and procedures) has been occurring, major shortcomings seem to compromise the implementation of an integrated financial system. As noted in sub-section 3.10, two areas have been fingered in particular –</p> <ol style="list-style-type: none"> Staff capacity – staff and management still do not have the required levels of expertise to operationalise the DB 2000 system. Consequently, the need for capacity-enhancing intervention is regarded as critical; and Policy and procedures (pertaining to requisitioning in particular) have reportedly not been sufficiently 'mediated' to staff concerned, resulting in some degree of confusion prevailing in some constituencies. <p>It would also appear that a significant degree of bad debt has been building up at Mafikeng campus whilst at Lehurutshe campus prioritised expenditure has improved (a major frustration/complaint among lecturers in the past, with reference to unmet basic needs like stationery).</p> <p>(Upon review, the previous rating is considered as probably being too high – it should have remained at 4).</p> | | | | | | | | | | |

10. Adequate infrastructure

| | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 6 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 6 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 3 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| Inadequate capacity in terms of physical and administrative infrastructure | Physical and administrative infrastructure not geared for innovation and expansion. Drastic improvement required. | | | Physical and administrative infrastructure allows some scope for innovation and expansion - further improvement required | | | Well-developed physical and administrative infrastructure - in line with current and anticipated expansion | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 5; Lehurutshe Lecturers: 4; Mafikeng Mgt: 3; Mafikeng Lecturers: 5.

Comment on Rating

Facilities are some way off being OBE/NQF-compliant and although some upgrading of workshops has occurred in preparation of large scale learnership implementation in 2005, the infrastructural adaptation in this regard is lagging behind in an overall sense. (Of note in this regard is the recent significant injection of funds towards infrastructure/equipment upgrading as a result of intervention by the deputy Director General). ICT and Internet infrastructure and connectivity have improved but access is still limited, with particular reference to Lehurutshe campus lecturers' needs. The low levels of maintenance to buildings and equipment remain a major shortcoming.

As far as staffing capacity is concerned, all the problems with regard to vacant posts and temporary appointments remain unresolved.

11. Enhanced human resource capacity

| | | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 4 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 4 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| Human resource capacity totally inadequate | Some expertise, but not adequate. Intensive effort required to build capacity | | | College/Campus staff mostly have the expertise required, but further enhancement required. Capacity still uneven | | | All college/campus staff have the necessary expertise to perform their roles. Ongoing capacity enhancement. | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 4; Lehurutshe Lecturers: 4; Mafikeng Mgt: 4; Mafikeng Lecturers: 7.

Comment on Rating

All staff (including temporary personnel) have reportedly received assessor training but the completion of portfolios remains a problem for many staff members, given all the constraints impacting on them all the time (moderator training is only available to permanent staff).

Many experienced staff members have been 'matched away' and resignations occur ongoingly due to the insecure working environment tied to the high number of temporary posts. Tutors have been appointed as a stopgap measure, with particular reference to Lehurutshe campus, but they lack in experience and expertise. In addition, staff expertise is being siphoned-off as a result of staff members with high expertise levels being head-hunted by the private sector (at Lehurutshe campus, for example, two lecturers in Marketing Management had to be replaced in July).

12. Quality Assurance System

| | | | | | | | | | | |
|-----------------------------------|---|---|---|--|---|---|--|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 4 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 3 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No QA system in place | QA system in process of being developed, but benefits still poorly understood | | | QA system developed, but not fully implemented. Still some reservations about benefits | | | QA system fully operational. Understood and accepted by all. Impacts positively on performance | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 4; Lehurutshe Lecturers: 4; Mafikeng Mgt: 2; Mafikeng Lecturers: 3.

Comment on Rating

No progress has occurred with regard the development (including the securing of buy-in) and implementation of the QA system. At this time QA still effectively comprises the 'interpretation of results'.

Responsiveness

13. Good relationships with business

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 4 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 4 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No relationships with business | Minimal/ad hoc partnerships. Stronger focus on relationship building required | | | Increasing focus on relationship building to establish partnerships which are mutually beneficial | | | Formal and informal partnerships, with mutual use of resources and benefits to all partners | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 5; Lehurutshe Lecturers: 4; Mafikeng Mgt: 6; Mafikeng Lecturers: 4. | | | | | | | | | | |
| <p><i>Comment on Rating</i></p> <p>Compared to the low levels engagement with business in the past, due primarily to the lack of established business and industry in the region, a major development has reportedly occurred in that the college is being approached by these sector through the SAQA website, for example, German Motors. So much so that concern has been expressed as to the extent the college, can cope with such increasing demand view of current resources. The activity of the recently established Linkages and Programmes Unit (LPU) has not yet had a significant impact yet – early days yet.</p> | | | | | | | | | | |

14. Good relationships with local communities

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 5 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No relationships with local communities | Minimal/ad hoc community contact. Little attempt to build relations with poor or disadvantaged sectors of the community | | | Expansion of community contact to include both advantaged and disadvantaged sectors. Increase in efforts to build relationships | | | Wide-ranging community support with college/campus an integral part of community activities | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 6; Lehurutshe Lecturers: 5; Mafikeng Mgt: 6; Mafikeng Lecturers: 6. | | | | | | | | | | |
| <p><i>Comment on Rating</i></p> <p>Ongoing activity occurs in this regard through the recently established LPU and the SRC campus structures are also getting involved, at Lehurutshe in particular. It would appear though that the emphasis of such extension activity is still predominantly on publicity and relationship building and needs research and analysis do not yet occur on any significant scale. Consequently, actual rural community development initiatives and associated programme development and implementation do not yet take place (the 'public works programme mentioned below is the exception but that came about 'per chance' and not as a result of needs surveys).</p> | | | | | | | | | | |

15. Good relationships with other state bodies

| | | | | | | | | | | |
|--|---|--|--|--|--|--|---|--|--|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 4 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 6 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No relationships with other state bodies | Some informal contact/discussions but strong partnerships still to be developed | | | Increase in partnership building, but not yet well-established at all levels | | | Active partnership building and collaboration at local, provincial and national level | | | |

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 5; Lehurutshe Lecturers: --; Mafikeng Mgt: 6; Mafikeng; Lecturers: 6. | | | | | | | | | | |
| <i>Comment on Rating</i> Increased contact and engagement have been occurring with SETAs around learnership registration and facility accreditation in view of learnership implementation in 2005. At Mafikeng two workshops have been accredited and another five are in preparation stage. (Upon review, the previous rating was judged as too high, a 5-rating would have been more realistic.) | | | | | | | | | | |

16. The development, provision and evaluation of learnership programmes

| | | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 4 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 5 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No involvement in learnerships | Some informal contact/ discussions on possible learnerships | | | Some implementation of learnerships, but still in the early stages | | | Significant implementation of learnerships. A major focus area with ongoing evaluation as part of the process | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 5; Lehurutshe Lecturers: --; Mafikeng Mgt: 5; Mafikeng; Lecturers: 6. | | | | | | | | | | |
| <i>Comment on Rating</i> As noted above and described under sub-section 3.2, intensive preparations are occurring towards 'large scale' learnership implementation at the beginning of 2005, at Mafikeng campus in particular where 30 learnerships are scheduled for implementation. | | | | | | | | | | |

17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)

| | | | | | | | | | | |
|---|--|---|---|---|---|---|--|---|---|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 3 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 3 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 3 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No SME provision | Learners have some exposure to principles of entrepreneurship and SME development, but limited links between theory and practice. Staff members have limited expertise in this area. | | | Entrepreneurship and preparation for self-employment receiving increasing attention. Staff expertise being developed and entrepreneurship included in a range of programmes | | | Wide range of opportunities in place to prepare learners and community members for self-employment. Entrepreneurship an integral part of all programmes, with strong links between theory and practice | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 3; Lehurutshe Lecturers: 3; Mafikeng Mgt: 3; Mafikeng Lecturers: 3. | | | | | | | | | | |
| <i>Comment on Rating</i> Entrepreneurship training is being planned, following on SESD workshops in this regard. No actual change at the level of implementation has therefore occurred and the only offerings in this regard remain the modules incorporated in the Business Studies courses. | | | | | | | | | | |

18. The development, provision and evaluation of short courses/ skills programmes

| | | | | | | | | | | |
|-----------------------------------|--|--|--|--|--|--|--|--|--|----------|
| COLLEGE BASELINE RATING | | | | | | | | | | 5 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 4 |

| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
|---|--|---|---|--|---|---|--|---|---|----|
| No short courses | Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established | | | Some short courses introduced but further enhancement required to establish reputation as a provider | | | Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 3; Lehurutshe Lecturers: 3; Mafikeng Mgt: 4; Mafikeng Lecturers: 4. | | | | | | | | | | |
| <i>Comment on Rating</i> Status quo prevails in relation to previous delivery status (no new developments reported). | | | | | | | | | | |

Teaching and Learning

19. Functioning curriculum development processes

| COLLEGE BASELINE RATING | | | | | | | 4 | | | |
|---|--|---|---|---|---|---|--|---|---|----|
| FIRST IMPACT STUDY RATING | | | | | | | 4 | | | |
| SECOND IMPACT STUDY RATING | | | | | | | 4 | | | |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| Curriculum static – same as always | Ad hoc revision of curriculum. Little innovation and limited staff expertise | | | Increasing focus on curriculum development, but expertise still being developed. NQF requirements still a challenge | | | Ongoing curriculum improvement and adaptation, linked to regular evaluation. NQF requirements actively addressed | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lehurutshe Mgt: 5; Lehurutshe Lecturers: 5; Mafikeng Mgt: 4; Mafikeng; Lecturers: 4. | | | | | | | | | | |
| <i>Comment on Rating</i> Some training towards these ends have been occurring, for example, the recent SEDS workshops on OBE approach and methodology appear to have made a significant impact on lecturers' attitude to introducing new approaches. However, systematic curriculum development and implementation on a significant scale is still some way off. As is the case with most other FET colleges, the acquisition of programme packages through the SETAs, followed by some degree of customizing, constitute the current approach and practice to programme development in the main. At this time, therefore, no significant change has occurred at operational level. With reference to the registration of qualifications, it was pointed out that programme approval guidelines are lacking. | | | | | | | | | | |

20. Quality curricular delivery

| COLLEGE BASELINE RATING | | | | | | | 3 | | | |
|--|---|---|---|---|---|---|--|---|---|----|
| FIRST IMPACT STUDY RATING | | | | | | | 4 | | | |
| SECOND IMPACT STUDY RATING | | | | | | | 4 | | | |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| Poor quality learning and teaching. No links between theory and practice and no attempt to produce well-rounded learners | Weak reputation as a provider. Emphasis on improving examination results, with little attention paid to quality of teaching and learning. Holistic learner development not regarded as important. | | | Quality of teaching and learning receiving increased attention - focus not only on examination results. Holistic learner development encouraged. Relation between theory and practice receiving attention | | | Quality of teaching and learning a major focus. Strong links between theory and practice and holistic approach to learner development. Enrichment activities in place. Good reputation as a provider | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 4; Lehurutshe Lecturers: 3; Mafikeng Mgt: 4; Mafikeng Lecturers: 5.

Comment on Rating

Given the fact that the factors which previously compromised the bridging of the theory-practice divide still largely prevail, for example, no equipment for hands-on Office Practice training, the 'old-school' results-driven/orientated approach still dominates at this time. But is likely to change in the new year, judging from increasing awareness of and attitudinal change in relation to the need for the 'new implementation' to come on stream – and preparation processes in this regard.

21. Well-functioning staff development processes

| COLLEGE BASELINE RATING | | | | | | | | | | 4 |
|---------------------------------------|--|---|---|--|---|---|--|---|---|----------|
| FIRST IMPACT STUDY RATING | | | | | | | | | | 5 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 4 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No staff development process in place | Weak staff development and appraisal processes. Staff trained on an <i>ad hoc</i> basis, with limited opportunity to express their needs. Staff often inadequately prepared for new implementation | | | Increased focus on staff development and appraisal. System for on systematic review of needs still being put in place. Staff mostly prepared for new implementation. | | | Ongoing staff development and appraisal an integral part of institutional activity. Staff confident that they will be trained on new processes before they are implemented | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 5; Lehurutshe Lecturers: 6; Mafikeng Mgt: 4; Mafikeng Lecturers: 5.

Comment on Rating

Capacity building interventions for academic staff have been occurring on a sustained basis along a range of competencies. However, staff appraisal does not occur and this ongoing shortcoming is viewed as compromising the impact of the afore-mentioned processes. No systematic needs assessment (skills audit) has yet occurred and systematic career-pathing for individual staff members therefore does not take place, a situation which undermines their chances at promotion in the long run.

Critical shortcomings with regard to administrative (support) staff were pointed out, with reference both to key posts which remain unfilled, for example, at Lehurutshe campus there is no Senior Administrative Officer (only two SA Clerks), and lack of capacity-building interventions (at all levels) to any significant degree. It is felt that these shortcomings continue to compromise the college's overall functioning and delivery.

Learner Support

22. The development, implementation and evaluation of academic support programmes

| COLLEGE BASELINE RATING | | | | | | | | | | 2 |
|--|--|---|---|---|---|---|---|---|---|----------|
| FIRST IMPACT STUDY RATING | | | | | | | | | | 3 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 4 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No academic support programme in place | Learners obtain academic support on an <i>ad hoc</i> basis | | | Educators provide support to individuals. Bridging courses introduced | | | Dedicated person and a functioning academic support policy in place | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 5; Lehurutshe Lecturers: 4; Mafikeng Mgt: 4; Mafikeng Lecturers: 3.

Comment on Rating

Overall, no change in status in this area of service delivery appears to have occurred – no integrated and coordinated interventions have been introduced and academic support provisioning therefore still only essentially comprises of NIC and NSC offerings (for Engineering students) and PLATO (which is functioning at a lower level because of staff changes that occurred) and computer training for Business Studies students. It was noted that attempts at securing buy-in from Engineering students at Mafikeng campus continue to be unsuccessful, the main obstacle being that, as a mechanism for self-development, it does not carry 'qualification-building' status. At Lehurutshe campus 'remedial classes', which also focus on social issues, have been incorporated in the Introduction to N4 (Business Studies)

The fact that a formal Student Support Unit (SSU) has not yet been established could be seen being a factor although academic/departmental heads could also cooperate in this area.

Note: The inadequate level of service provisioning in this area of Student Support forms part of a national trend.

23. The development, implementation and evaluation of HIV/AIDS support programmes

| | | | | | | | | | | |
|----------------------------|--|---|---|---|---|---|---|---|---|----|
| COLLEGE BASELINE RATING | | | | | | | | | | 1 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 4 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 4 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No HIV/ Aids policy | Some input given to learners by campus or outside people on ad hoc basis | | | Educators provide information and support to individuals on request | | | Dedicated person and a functioning HIV/Aids policy in place | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 3; Lehurutshe Lecturers: 4; Mafikeng Mgt: 4; Mafikeng; Lecturers: 1.

Comment on Rating

On the whole, little activity appears to have occurred in the period under review. No follow-up HIV/Aids counselling training has reportedly occurred since the first workshop. (At Lehurutshe campus, the 10 staff members trained had been relocated, resulting in a situation where additional staff members have to be trained from scratch).

24. The development, implementation and evaluation of guidance and counselling systems

| | | | | | | | | | | |
|----------------------------|--|---|---|---|---|---|---|---|---|----|
| COLLEGE BASELINE RATING | | | | | | | | | | 2 |
| FIRST IMPACT STUDY RATING | | | | | | | | | | 3 |
| SECOND IMPACT STUDY RATING | | | | | | | | | | 3 |
| No evidence | Weak Characteristic | | | Emerging Characteristic | | | Strong Characteristic | | | |
| No guidance or counselling | Some input given to learners by campus or outside people on ad hoc basis | | | Educators provide some individual guidance and counselling on request | | | Dedicated person and functioning guidance and counselling system in place | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Lehurutshe Mgt: 4; Lehurutshe Lecturers: 4; Mafikeng Mgt: 3; Mafikeng; Lecturers: 0.

Comment on Rating

At the level of implementation of formal integrated service provisioning no developments have occurred. However, a greater sense of awareness is evident among staff members about students' needs in this regard and the urgency of instituting the required measures. Because of the positive relations between management/staff and students at Lehurutshe campus, an increased level of engagement between staff and students is evident and students have no reservations about approaching staff members on an individual basis for support and guidance with regard to personal problems and issues.

A long road still lies ahead towards instituting fully-fledged campus-based guidance and counseling systems.

5. OVERALL ASSESSMENT

5.1 Comparative ratings for baseline, first, second and third impact studies

[Keys denoting change in status of characteristics (3rd vs 2nd impact studies): (*) unchanged status; (>) improvement in status; (<) decline in status]

| | DIMENSIONS AND CHARACTERISTICS | BASELINE RATING | 1st IMPACT RATING | 2nd IMPACT RATING | 3 rd IMPACT RATING |
|-----|--|-----------------|-------------------|-------------------|-------------------------------|
| | Vision and mission | | | | |
| 1. | Practices guided by a clear institutional vision | 4 | 5 | 5 | 6 > |
| 2. | Inculcation of a value system throughout the institution | 4 | 5 | 5 | 5 * |
| | Leadership and management | | | | |
| 3. | Well-functioning systems of governance, including college councils and academic boards | 5 | 6 | 6 | 6 * |
| 4. | Effective institutional leadership | 5 | 6 | 6 | 6 * |
| 5. | Effective management systems | 4 | 5 | 5 | 5 * |
| | Knowledge sharing | | | | |
| 6. | Effective vertical knowledge sharing and learning in the FET system | 5 | 5 | 5 | 5 * |
| 7. | Effective horizontal knowledge sharing and learning in the FET system | 3 | 5 | 6 | 6 * |
| 8. | Effective external knowledge sharing and learning in the FET system | 3 | 4 | 5 | 6 > |
| | Institutional health | | | | |
| 9. | The establishment and maintenance of financial health | 4 | 5 | 5 | 5 * |
| 10. | Adequate infrastructure | 6 | 6 | 3 | 4 > |
| 11. | Enhanced human resource capacity | 4 | 5 | 4 | 5 > |
| 12. | Quality assurance system | 3 | 4 | 3 | 3 * |
| | Responsiveness | | | | |
| 13. | Good relationships with business | 3 | 4 | 4 | 5 * |
| 14. | Good relationships with local communities | 3 | 5 | 5 | 6 * |
| 15. | Good relationships with other state bodies | 4 | 5 | 6 | 6 * |
| 16. | The development, provision and evaluation of learnership programmes | 3 | 4 | 5 | 5 * |
| 17. | The development, provision and evaluation of programmes for the development of small and micro enterprises (SME) | 3 | 3 | 3 | 3 * |
| 18. | The development, provision and evaluation of short courses/ skills programmes | 5 | 5 | 4 | 4 * |
| | Teaching and learning | | | | |
| 19. | Functioning curriculum development processes | 4 | 4 | 4 | 4 * |
| 20. | Quality curricular delivery | 3 | 4 | 4 | 4 * |

| | | | | | |
|-----|--|---|---|---|-----|
| 21. | Well-functioning staff development processes | 4 | 5 | 4 | 5 * |
| | Learner support | | | | |
| 22. | The development, implementation and evaluation of academic support programmes | 2 | 3 | 4 | 4 * |
| 23. | The development, implementation and evaluation of HIV/AIDS support programmes | 1 | 4 | 4 | 4 * |
| 24. | The development, implementation and evaluation of guidance and counselling systems | 2 | 3 | 3 | 4 > |

The ratings on 19 characteristics remained **unchanged** (as opposed to 14 at the *second impact study*); the ratings on five (5) characteristics have **increased** (same number as at the *second impact study*), and none (0) of the characteristics **decreased** in status (as opposed five (5) at the *second impact study*).

At a strictly statistical or quantitative level, the above table would indicate that the college's performance in the last six months (March to September) across the seven dimensions and associated 24 characteristics or indicators of institutional structural dynamics and functioning reflects an overall improvement by three points. But a statistical perspective is limited in what it tells about the complete picture since is focused on indicating overall patterns and trends, at the cost of a layered and textured perspective – to some extent provided by the descriptions and comments in Sections 1 to 3 pertaining to developments, issues and problems – some historical and others newly emerged. As noted in the previous report, it is important to keep the following points in mind when reflecting on the ratings:

- The final judgement call in rating allocation rests with the researcher, based on overall evidence gathered through interviews conducted (individuals and groups) with all college/campus stakeholders, observations and perceptions, etc.
- A more institutional-critical ('honest') perspective tends to develop progressively with time and ratings tend to 'drop', not because the status of a particular college aspect *actually* declined, but because ratings become more realistic and balanced.
- It should also be remembered that the ratings do not reflect 'in-process' developments (leading up to the implementation of programmes, systems, policy, etc.) because they are not tangible and therefore not 'measurable' in terms of the instrument (rating scale) used (and, as such, do not convey the complete and nuanced picture of Taletso's overall growth and development at this time).

5.2 Key findings

Starting with the merger and restructuring processes, it is evident that unresolved core issues continue to frustrate and undermine overall college functioning in various areas and at different levels. Most obvious would be:

- i. The effects of the implementation of Resolution 7 that continue to compromise institutional functioning and programme delivery, for example, loss of expertise, staff shortages (with significant implications for current delivery as well as the implementation of proposed new programmes), job insecurity (high number of temporary appointments). Lehurutshe campus, in particular, continues to be severely effected.
- ii. With the second tier managers not yet having been appointed, college and campus managements continue to carry additional burdens and responsibilities. In addition, key campus management personnel are still lacking, HoDs in particular, which further adds to the pressures on campus managers.

Key challenges:

Many of the areas in which lack of progress or development was recorded previously continue to remain a challenge, for example (the reasons were discussed in Section 4 and will not be repeated here) –

- Systems development and implementation (policy and procedures), with particular reference to Quality Assurance and Staff Appraisal (as part of staff development processes in general).
- Staffing and human resources development – with particular reference to curriculum and programme development and implementation, on a sustained basis.
- Student support programmes, services and facilities.
- Infrastructure development – critical institutional shortcomings with regard to infrastructure and facilities remain unresolved, by and large, and continue to compromise delivery.
- The college repositioning itself structurally and functionally to embrace the new programme-based model of provisioning in order to respond dynamically to labour market, community and workplace-related demands for skills development and delivery modes.

Key achievements:

- Strategic refocusing and prioritising.
- Establishment of a Linkages and Programmes Unit.
- Enhanced knowledge sharing and cooperation across sites and in relation to other colleges, as well as in relation to external bodies, structures and constituencies.
- Enhanced relationships and partnerships building with communities and industry
- Enhanced integration and consolidation of management, administrative and academic structures and systems
- Enhanced human resource capacity, overall, and reversal of 'resistance' levels/negative attitudes in relation to new education and training discourse, approaches and methodologies.
- Increased degree of preparation/readiness for learnership implementation or delivery on a large scale.

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